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ABSTRACT

The development and implementation of a written instructional strategy for planned change leading to the integration of the personal growth dimension and the intellectual growth dimension in the classroom is described in this paper. The strategy, based on intervention by data survey feedback and problem solving, was utilized with five freshman classes at Northern Essex Community College (Massachusetts). The survey administration format was varied with each class, but the intent of each was to elicit responses from students regarding their perceptions of the classroom situation, particularly as they related to individual rationale for class attendance, class purpose, interaction with peers, and class environment. Subsequently, survey data were tabulated and results communicated to students. The data feedback was used as an intervention vehicle to engage students in discussion about specific aspects of classroom environment and to discuss and demonstrate problem-solving techniques for effecting change in the classroom. This instructional unit was designed to enhance development of student personal growth opportunities in the college setting; however, it was found that such opportunities are not often expected by students. Instructional materials for the strategy and the survey instrument are appended. (Author/JDS)

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# A Strategy for Planned Change in the Classroom by Data Feedback and Problem-Solving Intervention

by

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and
Sheila Shively

Northern Essex Community College
Haverhill, Massachusetts

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FOR THE DEGREE OF DOCTOR OF EDUCATION

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A Strategy for Planned Change in the Classroom
by Data Feedback and Problem-Solving Intervention

Abstract

This practicum was the process of creating a written strategy for students and faculty of community colleges - a strategy for planned change leading to the integration of the personal growth dimension and the intellectual growth dimension in the classroom. The strategy is based on intervention by data survey feedback and problem-solving.

The procedures used to develop and test various components of the strategy range from the use of faculty and student support groups to a variety of actual classroom interventions. Modifications were made in instruments and techniques on an on-going basis.

The objectives of the strategy, when used by students or faculty members in classroom groups, are:

to create awareness of the benefits of integrating personal and intellectual growth in the learning environment

to create awareness of the ability of students, faculty and groups to cause positive change in the classroom climate

to promote the notion of an individual student's responsibility for his own learning, and

to enhance interpersonal and group process by positive experience.

The strategy, included with the practicum report, will be produced separately and made available to interested individuals and groups.

## Introduction

This module entitled "Societal Factors" is about change -- changing technologies, changing societies, changing institutions, changing populations and changing roles. This module is also about education -- about education and students, education and programs, education and community colleges and, as Dr. O'Banion reminded us, education and the "quality of life." This practicum is about putting it all together.

## Background and Significance

Alvin Toffler writes about the rapid acceleration of social change brought on by the rapid acceleration of technological change. He writes of a growing sense of powerlessness that pervades, a sense that there is little anybody can do about anything.[1] Philip E. Jacob is concerned with changing social environments and with the college student who is not learning how to deal with or affect these changes.[2] Toffler claims that society, industry and education are producing "modular" individuals, individuals not functioning as complete people.[3] Harold Lyon insists that by trying to deal only with the intellectual development of the student and not dealing with components of personal development, educators are training the "half-man", not addressing themselves to the total person and, therefore, not really educating.[4]

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[1]Alvin Toffler, Future Shock (New York: Random House, 1970), pp. 304-320.

[2]Philip E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching (New York: Harper and Row Company, 1951), pp. 68-72.

[3]Toffler, Op. cit., pp. 98-99

[4]Harold C. Lyon, Jr., Learning to Feel - Feeling to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971) p. 19.

The fact that education must involve the cognitive and affective domains to be effective is not a new concept, but attention to the affective is too often left to chance. In The American College, the major criticism of higher education is that attempts at providing intellectual development are inadequate because the personal development of the student is being ignored and the two are "inextricably intertwined".[5]

"But community colleges are about courses and subject matter, getting a job or transferring, and maintaining some standards..... Anyway, personal development is not by bag, and I can't afford the time in my class," a faculty member at Northern Essex Community College said. A student declares, "I've got to take this course to get the degree, so that I can get a job where I wear a shirt and tie ..... I can't go screwing around with personal growth....."

This strategy is to change people's "bags", whether student or faculty, in order to change some learning and living and quality of life. This strategy is about undoing a sense of powerlessness by providing techniques for success in initiating and supporting positive change. The strategy is a way to create awareness, in individuals and groups, of their ability to integrate personal and cognitive growth in their classrooms.

We have created a strategy for discovering expectations and perceptions relating to the classroom environment and in dealing with these, a way to bring about planned positive change. The strategy is based on data-survey feedback and problem-solving, intervention techniques adapted from readings in the theory of organizational development.

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[5]Nevitt Sanford, ed., The American College: A Psychological and Social Interpretation of Higher Learning (New York: John Wiley, 1962), p. 426.

Any classroom environment has a potential for enhancement of personal and interpersonal growth, with a consequent increase in the potential for intellectual growth. We believe that through intervention by data survey feedback and problem-solving, attention is focused on the education of the "whole" student. Through this strategy, "the quality of life" in these classrooms can improve. Our hope is that when students and faculty experience personal and intellectual growth in classrooms, they will expect and make better classrooms for themselves.

## Procedures

### Prior to the Intervention

After our proposal was approved in mid-November, we met first with the chairman of the Department of Business and with faculty members of this department. We identified five groups of freshmen and set up a schedule to meet with the classes and with support groups. We arranged for two class periods for each of the five classes: the first to discuss our purposes, explain and administer the surveys; the second to bring the data feedback to the class and begin the problem-solving process. We wished to arrange for a preliminary meeting of all the support groups at the same time. This was a scheduling impossibility and we met separately with each support group.

The support groups helped us clarify some problems we were having with plans for intervention. By making these preliminary presentations, we were able to focus on our reasons for intervention as well as on the components of the intervention. As a result, when we went into the classrooms, our presentation was better organized and illustrated.

The support groups also gave an indication that we might expect a variety of responses from students, ranging from enthusiasm and interest to skepticism and distrust. From this input, we decided that our presentations would also have to be flexible to be responsive to each group of students.

Survey Intervention Phase

We varied the format with each class in order to determine the best way to handle this intervention phase. In one class, we had the instructor administer the surveys without much explanation and before we came into the class. In another class, the first thing we did was to hand out the sheet containing the information we had put together about ourselves, our purposes and our expectations. (see Appendix A) In other classes we tried varying the introduction, but usually, Sheila Shively introduced the ideas upon which the practicum was based, that is, students should expect more in the area of personal growth in the classroom, and students have a responsibility and a right to affect change, especially when that change will improve the quality of their classroom setting and their learning. After this introduction, Norman Landry explained the process that we would follow in the classroom and the theory upon which this process was based, organizational development.

Discussion usually followed the initial presentation and often focused on the question of relevance of what we were doing and its relationship to the students and the classroom setting. The concept of personal growth in the classroom seemed new to many. About thirty minutes before the end of each class, we administered the surveys. Before we collected them, we

discussed specific items with the students, asking them to respond to the value of the items in relationship to their classroom environment. Again, some students were concerned about the relevancy of some items. We audio-taped each session, and later reviewed the tapes to:

1) make notes and document process
2) learn how to improve our presentation and approach
3) have a record for use in sharing the process of the project with others.

Following the first classes, we tabulated the data of the surveys, prepared a summary sheet for the students by listing the frequency of specific responses to each item, and the average response. (see Appendix B for a sample summary sheet) We decided on the best approach for the follow-up session, based upon our perceptions of responses that might lend themselves to the identification of problems in the classroom. We returned to the classrooms, and used the data feedback, the numbers and the averages, as an intervention vehicle to engage the students in discussion about specific aspects of the classroom environment. It had been our intention to use this discussion as an introduction to problem-solving techniques so that the students could begin to work on identifying and resolving problems in the classroom. The fact that students seemed to expect little in the area of personal growth and therefore had little commitment to identifying problems in this area prevented our moving directly into "teaching" problem-solving. In attempting to deal with these minimal expectations we found ourselves demonstrating problem-solving techniques, and students experienced their use.

As it turned out, our classroom visits with data feedback seemed to focus more on exploring these minimal expectations, using problem-solving intervention, than on problem-solving as explicit subject matter.

We did learn some things in these classrooms that have been helpful, not only in modifying the instruments, but also in modifying our original plan for the strategy. One result is that we have added a survey that deals with student expectations that should be used in intervention prior to any of the other surveys of the strategy.

We also learned that many students seem to feel that "management" of the classroom is the responsibility of the teacher, not of the students. Affecting change in the classroom was also a concept that appeared to be foreign to many students. We saw little evidence that students in a classroom perceive themselves as a group, function as a group, or expect support from the group.

Procedural Recommendations

When we wrote the original practicum proposal, we knew that we would be making changes during the project. We did make on-going changes; other changes are included in the practicum report.

The major problem we faced during this practicum was time. When we had made the necessary arrangements with faculty, met with the support groups and finally visited the classes, the end of the semester, exams and review for exams were imminent. We recommend that parts of this strategy be used early in the semester, especially the survey that deals with student expectations. We recommend that time be given throughout the semester to other parts of the strategy. If the strategy is used throughout the semester, students and faculty would be better able to identify problems and use problem-solving techniques in the classroom as an on-going process.

We also recommend that when data survey summary is given to the class, each student have a copy of the survey he or she originally filled out. This can be done by

1) asking student to choose any four digit number, writing it on the questionnaire, and remembering the number

2) serially numbering each survey and asking students to remember their number for each survey

or 3) providing a two-part form with carbon, one to be handed in.

We have eliminated the "names" of the instruments because students' value judgments of the surveys seemed to be affected by the survey titles, and this variable was not useful. (see Appendix C)

Results

I. The strategy itself is a result of the practicum. We have attempted to incorporate the components of organization development that we have worked with into this strategy.

The format is designed to be visually attractive and simply written so that students and faculty both can read it easily and use the process in a classroom. The situations illustrated are chosen so that students and faculty will identify with them. Further graphic and format improvements will be made.

II. The work we were doing on the strategy during the practicum did not go unnoticed. Many faculty heard of our project, talked with us about it and asked to be included. Some asked us to come into their classes during the coming semester. Students in the classes we visited asked us to go to other classes.

We were asked to demonstrate what we had been doing during the practicum in a workshop in Classroom Dynamics for faculty members from two community colleges. We involved faculty in an intervention using data-survey feedback, and distributed some of our materials.

III. Once this report is accepted, a school newspaper will contain a story on our project. This publicity should increase the interest of students and faculty in ways to humanize classrooms. We plan to continue working in and out of the classroom with students and teachers in coming semesters.

Recommendations

Based on the work we have done and the observations we have made during this practicum, we believe that positive change will occur at Northern Essex if the following recommendations are followed:

The strategy be distributed throughout the campus, to both students and faculty.

The strategy be utilized increasingly by faculty and students in order to bring needed changes to classroom environments.

The strategy be piloted, i.e., utilized by students and faculty under conditions that we can observe so that we can modify the strategy as a result of these observations.

Workshops be held for faculty and students to work with the concepts of organization development found in the strategy.

The strategy be refined and used as part of Freshman Orientation.

The college offer workshops for faculty that focus on classroom effectiveness.

The college offer a series of in-service experiences to faculty that focus on humanizing education.

The strategy be used in a workshop for student leaders.

More data be collected from students and faculty concerning their expectations of a classroom environment.

Summary Statement (Sheila Shively)

I believe this practicum has been significant for a variety of reasons. I have researched and read in areas I had little knowledge about before, i.e., group process, organization development, intervention, data survey feedback, problem-solving, and some of the components and theories of planning change. These readings, as well as the experience of adapting some of these theories to the classroom and college setting have been valuable to me in the work I'm involved in on a day to day basis.

It is hard to define the outcomes of this practicum in the college that are measurable. We've involved many students and faculty in the project and some are waiting to use the strategy when it is finished. We have also talked with faculty who are using some of the techniques we introduced during this practicum. Some of the students we worked with are approaching the classroom process differently; they are trying to deal more openly with differences that arise in order to solve problems they have identified. At this time I would have to say that designing the practicum proposal, working on the project and then putting together this report have been part of a valuable learning experience for me. Outcomes for the college would be better measured after a semester or two have passed and we can modify the strategy and evaluate the impact it has had on classrooms at Northern Essex.

Summary Statement (Norman Landry)

This practicum has added exciting dimensions to my work, primarily as a result of contact with students, teachers and other administrators in the course of carrying out its objectives. The discussion-argument-learning-listening-testing of ideas sessions with my colleague in this joint work, and the readings we sought and shared, were other important influences on me.

Since the completion of the work of the practicum, I was involved (so was Sheila) as a facilitator in a classroom effectiveness workshop with students and faculty from Northern Essex and another community college. We have had a follow-up workshop and the group wishes to continue its work. As chairman of the program committee of Massachusetts Administrators in Community Colleges, I have worked with others in designing a series on interpersonal communication based on transactional analysis.

I have a feeling that the integration of affective experiences in the classroom setting not only provides affective and emotional growth but enhances the mastery of content. Controlled research, outside the scope of this practicum, is needed.

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WHO WE ARE

Norman Landry/Room A225, Extension 206 (Learning Resource Center)

Sheila Shively/Room B205, Extension 212 (Applied Science Building)

We work at Northern Essex. We used to teach and now we're trying to find some ways to make Northern Essex a better place.

WHAT WE BELIEVE

Students should expect that college will help them to grow personally, as well as help them to get skills in accounting, marketing and career related and liberal arts areas.

Some find it hard to think of college as a place to grow "personally." Education hasn't paid much attention to this area so many don't expect to learn skills and theory while focusing on "personal growth."

Students have a right to expect more out of college than they're getting if they're not growing personally as well as intellectually.

If someone is getting in the way of students' personal growth, students ought to say something and do something.

Students and faculty alike have a right and responsibility to affect their own lives - to plan some change and create that change.

We have a way of bringing things to your attention that you haven't thought of as a group. You may or may not have thought of these things before.

WHAT WE KNOW

We need you to tell us how you feel about personal growth and how it relates to your education.

We're going to use some techniques in the classroom that we've used before and that we've read about. We need you to tell us if they work.

We need your help so that we can write down some ways for others to focus on personal growth.

WE HAVE SOME GOALS--FOR INSTANCE:

We want to talk to students and faculty about how they think education deals with personal growth.

We want to increase the ability of this class to understand and manage its own potential and growth.

We want to initiate a process of diagnosing roadblocks that get in the way of human potential and growth.

We want to show you some ways to plan change and create change so that some things will change when you think they need to.

HOW WE'RE GOING TO DO THIS

We're going to ask you to answer some questions. You don't have to answer these questions but if you do, please be as honest as you can. You don't have to sign your name.

We'll collect the questionnaires, tabulate the answers and come back another time to talk as a group about the items on these questionnaires and about what you think it all means.

We'll show you some ways so that you can identify and work with problems-if there are any.

WHAT WE HOPE WILL HAPPEN

That we'll all learn something in the process.

A COUPLE OF BOOKS YOU MIGHT READ SOMETIME (paperbacks)

I Ain't Much Baby, But I'm All I've Got. Jess Lair

On Becoming a Person. Carl Rogers

Learning for Tomorrow. Alvin Toffler, editor

The Soft Revolution. Charles Weingartner

APPENDIX B

Summary

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey 16
Sheet C

Course name Accounting Section 4 Teacher Jones

Analyze your class by rating it on a scale of 1 to 4, ranging from dissatisfied to satisfied, for each item.

| | Dissatisfied 1 | 2 | 3 | Satisfied 4 | | No response |
|---|---|---|---|---|---|---|
| 1 | 1 | 3 | 15 | 4 | I feel free to ask a question. | 0 |
| 2 | 0 | 2 | 12 | 9 | I feel free to express my ideas. | 0 |
| 3 | 1 | 1 | 10 | 9 | I feel my ideas and opinions are heard. | 2 |
| 4 | 2 | 10 | 10 | 1 | I feel satisfied with the way decisions are made. | 0 |
| 5 | 3 | 12 | 8 | 0 | I feel there is a trust and openness in the class. | 0 |
| 6 | 0 | 3 | 11 | 9 | I feel a part of the class. | 0 |
| | | | | | | |

(Your class can add items of its own here)

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | 0 | 3 | 5 | 15 | I feel ____. | 0 |
| 8 | 0 | 2 | 12 | 9 | I feel ____. | 0 |
| 9 | | | | | | |
| 10 | | | | | | |

Number of sheets returned = 23 (N = 23)

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet A

Course name_____Section____Teacher_____

Check the most appropriate response for you as it relates to this class.

| | Always 3 | Sometimes 2 | Never 1 | |
|---|---|---|---|---|
| 1 | | | | I look forward to coming to class. |
| 2 | | | | I could make some suggestions to improve the class. |
| 3 | | | | I like to ask questions. |
| 4 | | | | Most of the others in the class know more than I do. |
| 5 | | | | I like to be called on. |
| 6 | | | | I don't like to participate in discussions. |
| 7 | | | | I have good ideas as a result of this class. |
| 8 | | | | Knowing the teacher assigns my grade affects the way I respond in class. |
| 9 | | | | I could feel more comfortable than I do in the class. |
| 10 | | | | I'd like to know more about the way I learn. |
| 11 | | | | I learn from other students. |
| 12 | | | | The teacher should tell me how to learn. |
| 13 | | | | I would choose this course on my own as a part of my curriculum. |
| 14 | | | | The teacher is required to cover all the material. |
| 15 | | | | I like what happens in the classroom. |
| 16 | | | | I come here only to learn the subject matter. |
| 17 | | | | I act the same way here as I act in every other group. |
| | | | | (Your class can add items of its own here) |
| 18 | | | | _____ |
| 19 | | | | _____ |

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Course Name_____Section_____Teacher_____

Think about how your fellow class members normally behave toward you in this class. Then, check the most appropriate response for you as it relates to this class.

| | Always 3 | Sometimes 2 | Never 1 | |
|---|---|---|---|---|
| 1 | | | | They level with me. |
| 2 | | | | They try to understand what I say. |
| 3 | | | | They accept me for what I say. |
| 4 | | | | They are interested in me. |
| 5 | | | | They provide an atmosphere where I can be myself. |
| 6 | | | | They help me in class. |
| 7 | | | | They perceive what kind of person I really am. |
| 8 | | | | They include me in what's going on. |
| 9 | | | | They recognize readily when something is bothering me. |
| 10 | | | | They respect me as a person, apart from my skills or status. |

(Your class can add items of its own here)

| | | | | |
|---|---|---|---|---|
| 11 | | | | _____ |
| 12 | | | | _____ |
| 13 | | | | _____ |
| 14 | | | | _____ |
| 15 | | | | _____ |

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet C

Course name_____Section_____Teacher_____

Analyze your class by rating it on a scale of 1 to 4, ranging from dissatisfied to satisfied, for each item.

| | Dissatisfied 1 | 2 | 3 | Satisfied 4 | |
|---|---|---|---|---|---|
| 1 | | | | | I feel free to ask a question. |
| 2 | | | | | I feel free to express my ideas. |
| 3 | | | | | I feel my ideas and opinions are heard. |
| 4 | | | | | I feel satisfied with the way decisions are made. |
| 5 | | | | | I feel there is a trust and openness in the class. |
| 6 | | | | | I feel a part of the class. |

(Your class can add items of its own here)

| | | | | | |
|---|---|---|---|---|---|
| 7 | | | | | _____ |
| 8 | | | | | _____ |
| 9 | | | | | _____ |
| 10 | | | | | _____ |

# CHANGE

# A Strategy for Planning Change through Problem-Solving

for students and teachers in classrooms

Illustrations by Carol Nylen

Norman Landry/Sheila Shively

Haverhill, Massachusetts

**Education is a process of living and not a preparation for future living.**

JOHN DEWEY

**If the compulsion to cover material were replaced by a model of human development, we could measure education less by the sacrifices it requires than by the growth it produces.**

NEVITT SANFORD

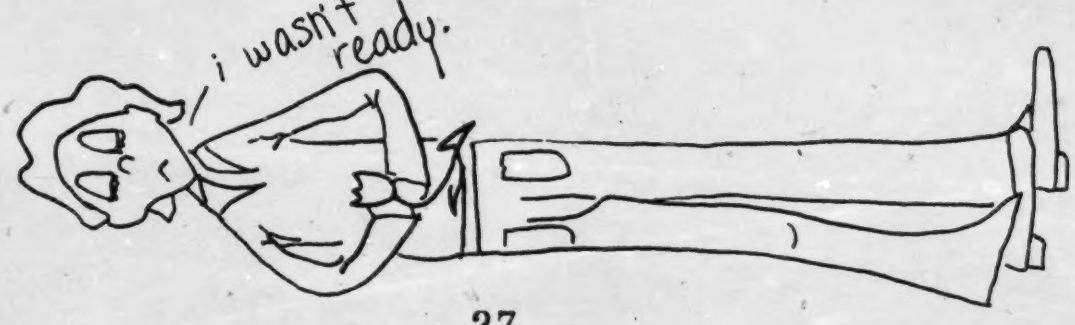
*Why Colleges Fail*

you have to learn how to behave if you want to make it in elementary school

you have to learn this before you go to junior high school so you'll be ready

you need to study this or you'll never be ready for high school

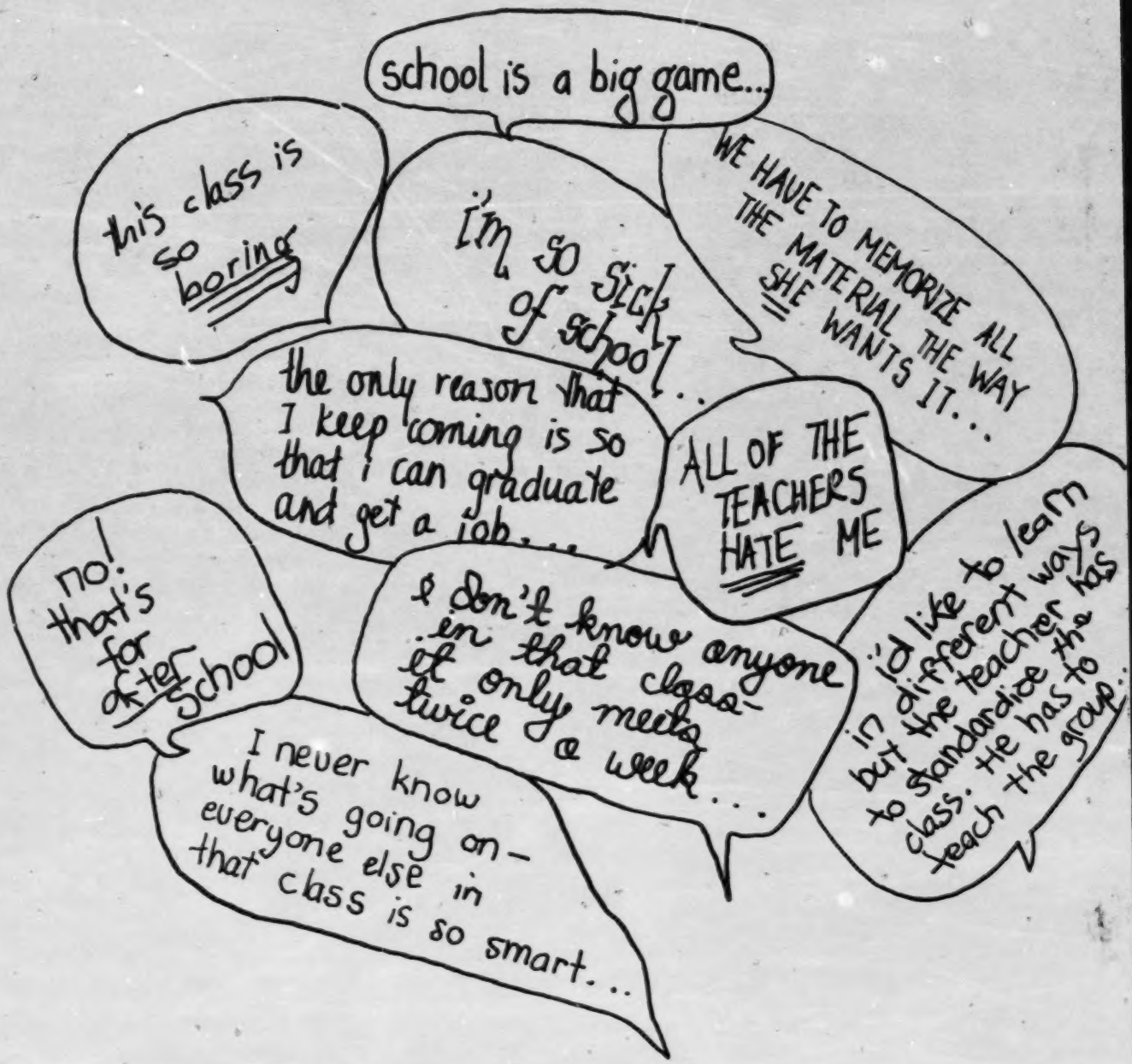
how do you expect to get a job if you don't study and learn??


i wasn't ready.

**They are playing a game. They are playing at not playing a game. If I show them I see they are, I shall break the rules and they will punish me. I must play their game, of not seeing I see the game.**

R. D. LAING

*Knots*


school is a big game...
this class is so boring
i'm so sick of school...
WE HAVE TO MEMORIZE ALL THE MATERIAL THE WAY SHE WANTS IT...
the only reason that I keep coming is so that I can graduate and get a job...
ALL OF THE TEACHERS HATE ME
no! that's for after school
I don't know anyone in that class- it only meets twice a week...
I'd like to learn in different ways but the teacher has to standardize the class. he has to teach the group...
I never know what's going on- everyone else in that class is so smart...

**This book is about you.**
**It's about your classrooms.**

**It's about your classrooms being places where you can learn and grow personally at the same time.**

**It's about planning and creating change to make that happen.**

**It's about getting others to plan and create change--and about making sure that it happens.**

**The first part of the book shows how a lot of people say they feel in classrooms.**

**The second part of the book shows some ways to plan and create change so that things will change when you think they need to.**

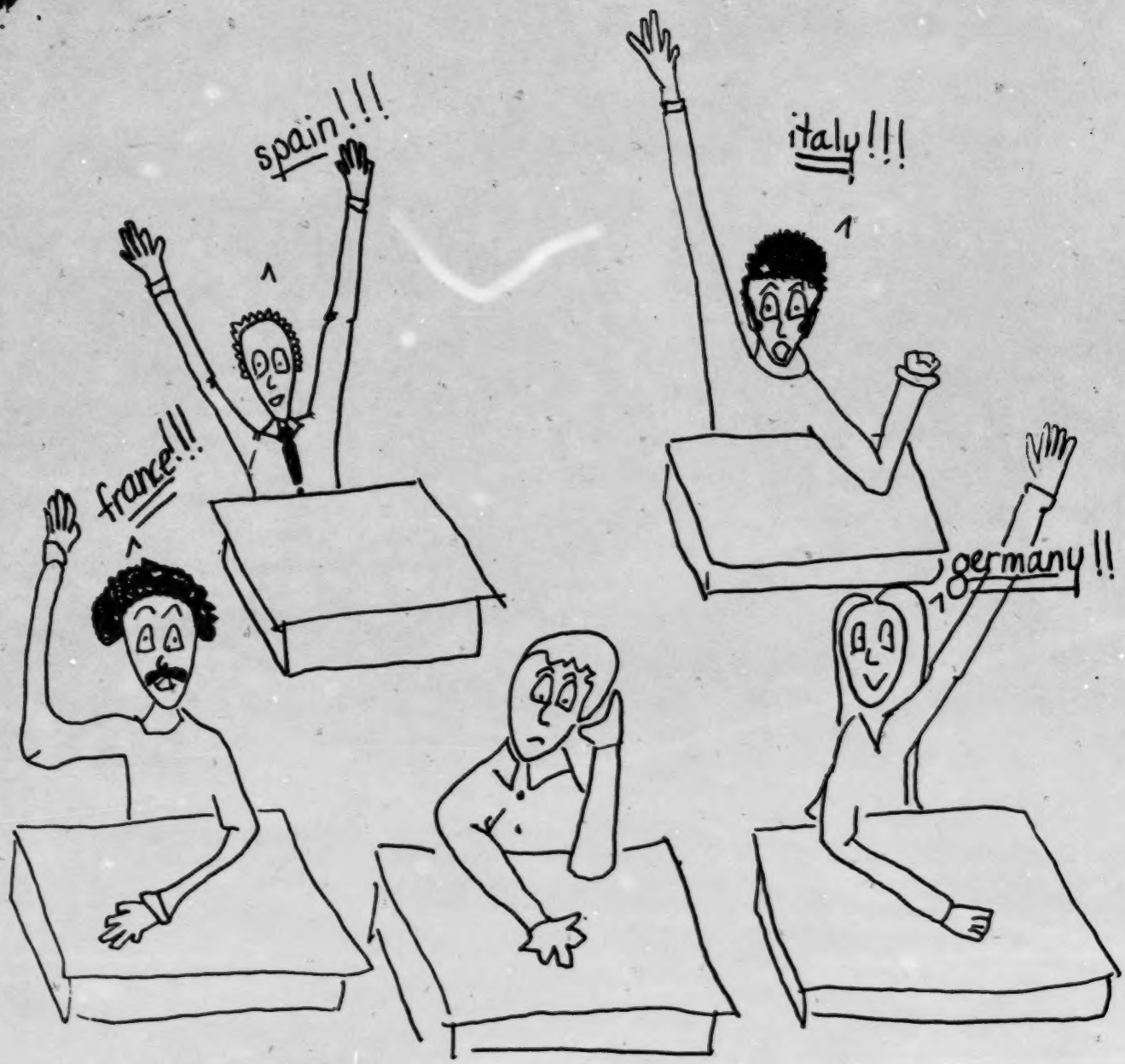
You might think about:

Being human all the time, not just after school.
Being human in the classroom.

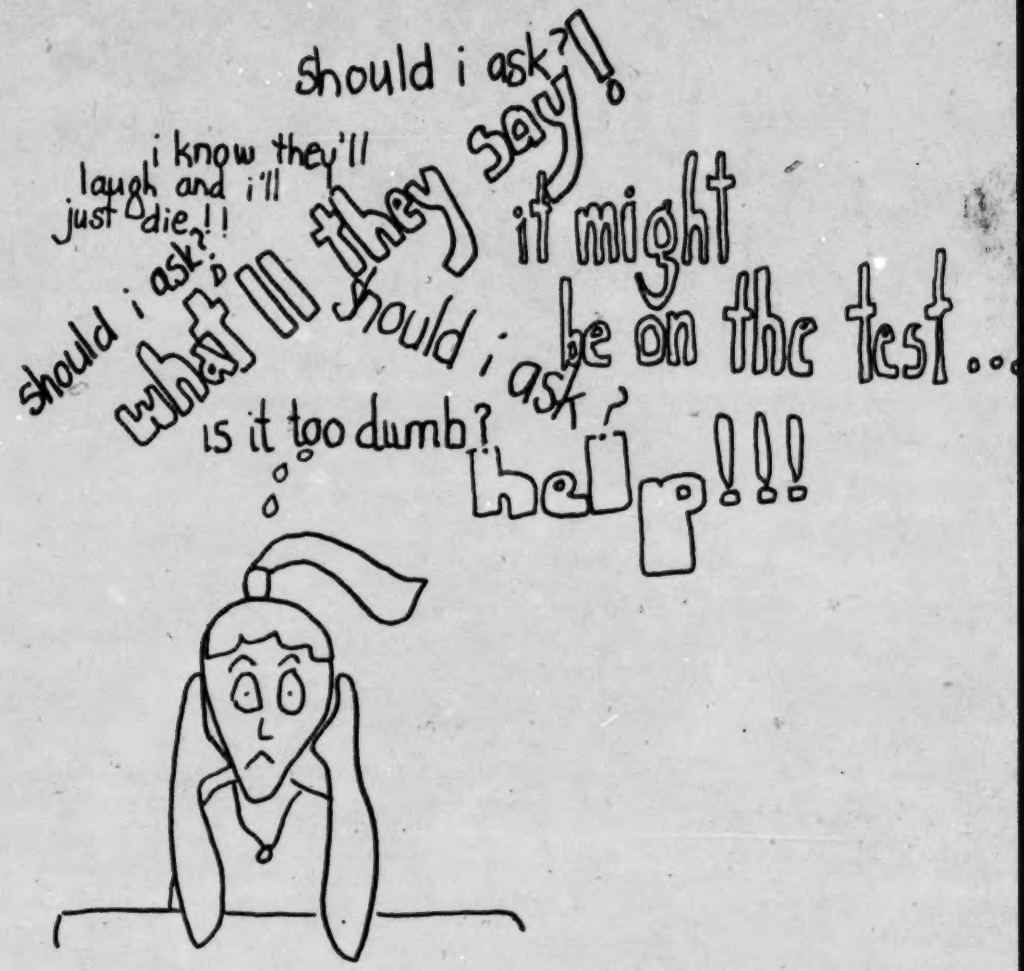
Taking responsibility for your own life. (In fact, have you ever thought about who will?)
Taking the responsibility for your own learning. That is part of your life.

Feeling OK and learning go together, like, in a classroom and
It's OK for you to make that happen. (In fact, you ought to make that happen.)

**You might think about how you feel when...**




you think everyone knows more than you do--

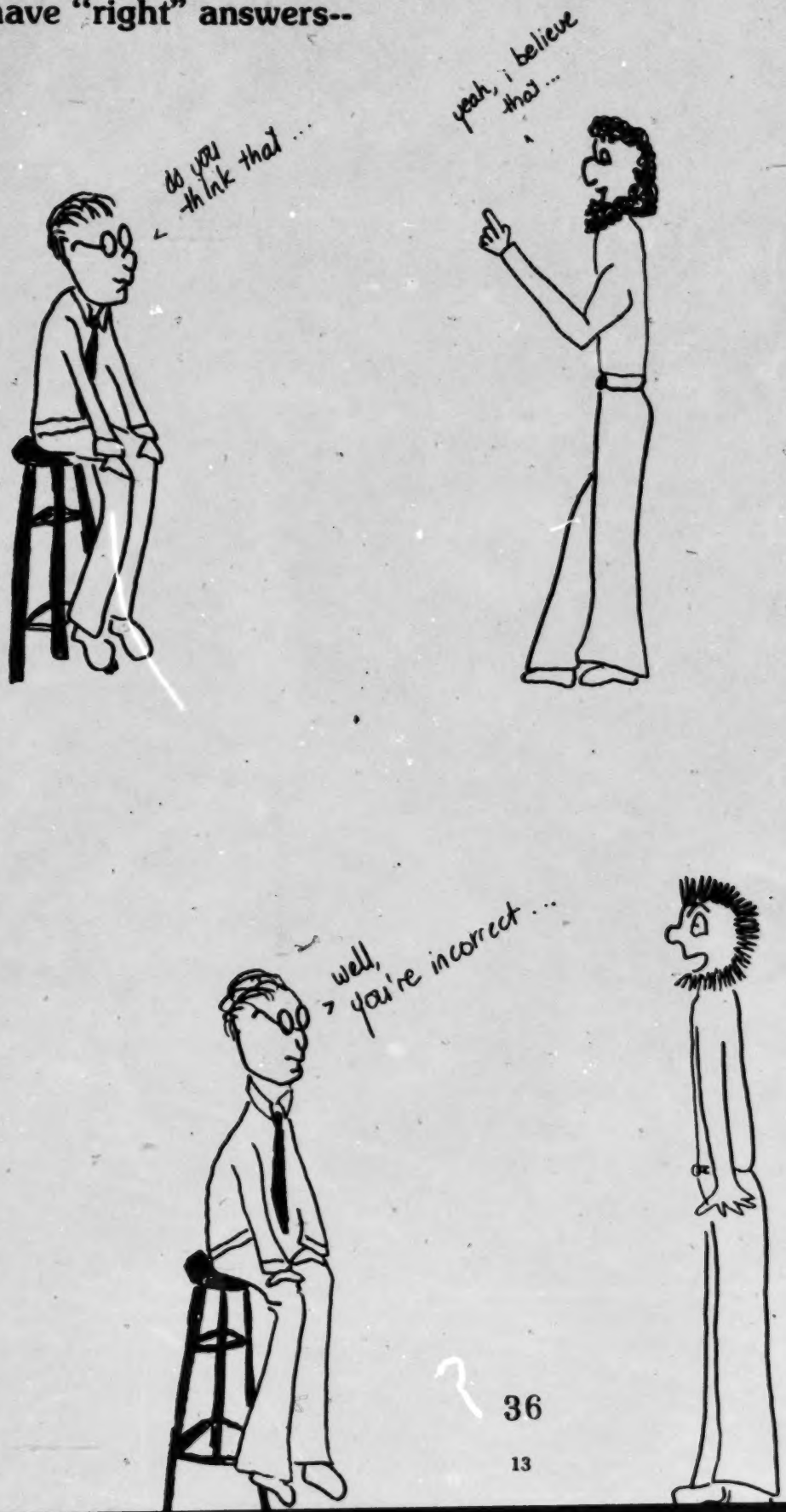

should i ask?!
i know they'll laugh and i'll just die!!
should i ask?
what if they say!
it might be on the test...
should i ask?
is it too dumb?
help!!!

**you think if you ask a question when you don't understand, everyone will think you're dumb--**

you get called on--

you're afraid there is a "right" answer and you won't know it--

you find that people sometimes ask only questions that have "right" answers--



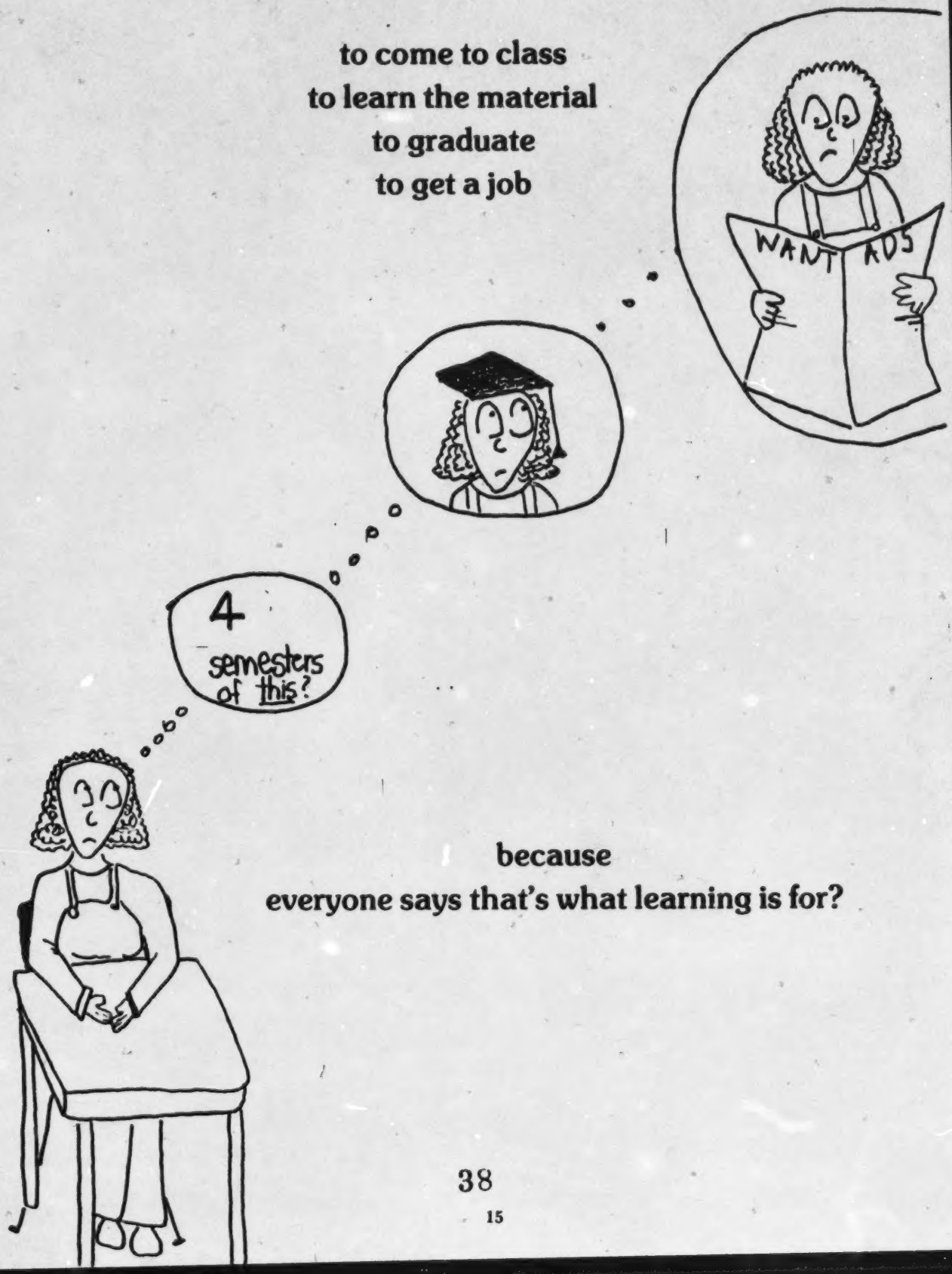
you think you have to talk and write and act only in a certain way

because you think

good grades are given only for certain things--

**and**
**you think the only choice you have right now is:**

**to come to class**
**to learn the material**
**to graduate**
**to get a job**



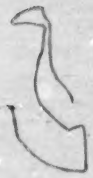

**because**
**everyone says that's what learning is for?**

but
did anyone ever tell you that
you learn better
when
you feel OK in the classroom,
and
when
you can be yourself in a classroom?

**What do you think it means to feel OK or be OK in a classroom?***

**To feel comfortable?**
**To talk?**
**To listen?**
**To ask questions?**
**To have ideas?**
**To like what's happening?**
**To care?**
**and:**
**----------?**
**----------?**
**----------?**

*These questions may be about you, but your response has to do with everyone else in the class---about how you relate to them---about how they relate to you.



How do you think you could find out what everyone else expects your classroom to feel like?

How do you think you could change what your classroom feels like?

Probably by:

Getting everyone in the class to pay some attention to --and talk about--what that classroom feels like.

You'll need help to do this!

You'll need to know that some kinds of change just happen but other kinds of change are planned.

You'll need to know how to plan change.

## Planning Change through Problem-Solving

1. Identify the problem

A. Choose a survey form and give it to the class (see page 31 )

B. Tabulate and summarize the number of responses and give it back to the class (see example page 34 )

C. Let the class talk about the responses, what needs changing, and what can be changed

D. Let the class choose one of the concerns that needs changing and can be changed, then the class

2. Brainstorms ideas that might lead to solutions

3. Chooses some ideas to work on

4. Makes a plan to use each one

5. Thinks about and discusses the possible outcomes of each plan

6. Chooses one of the plans, and

7. Tries it

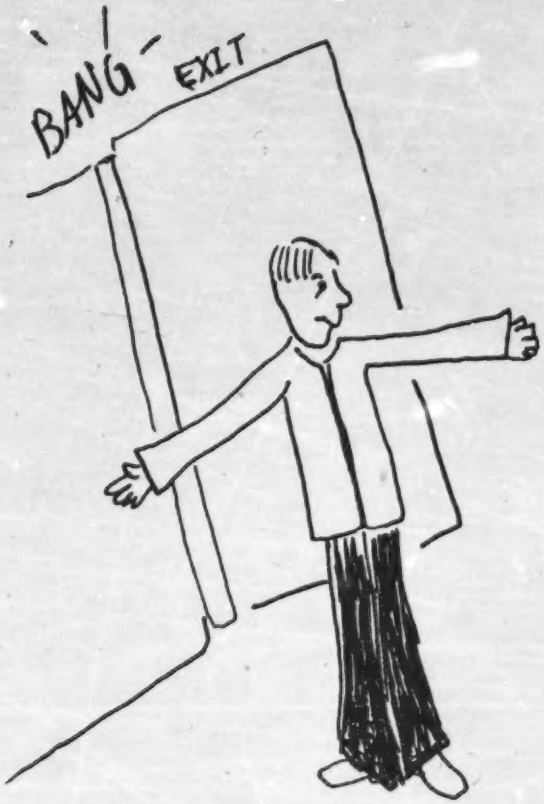
8. Evaluates what happens

9. Goes back to number 6, if the plan didn't work.

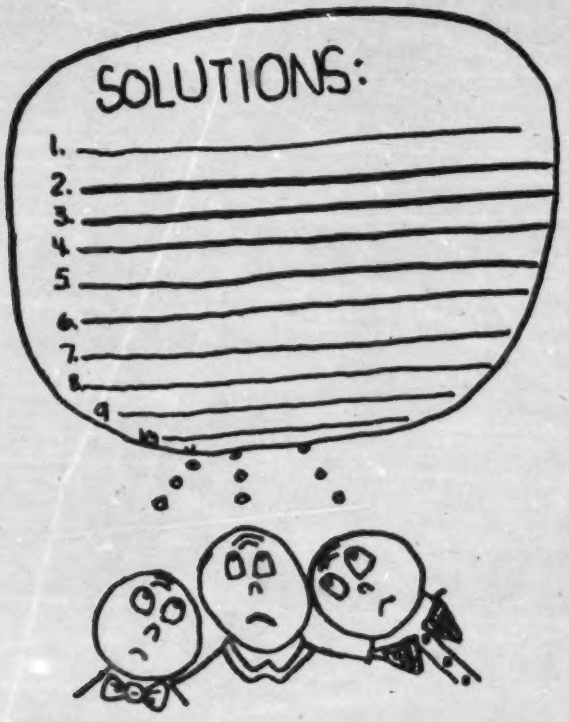
**Turn to the next page**
**if you're interested**
**in the way problem-solving works**
**and if you're interested**
**in a way**
**to plan change**

**(Suppose the problem has been identified)**

**The problem:**
**Joe O'Later is always late and disrupts the class.**



**Brainstorm --**




**Brainstorming ideas that might be possible solutions to the problem - as many as you can think of.**

## Choose some of the ideas--

✓1. offer him a ride
2 buy him coffee before class
3. get him alarm clock
✓4. call him every morning
✓5. get from him ways of improving class + try them

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

**and**

**make a plan to use each one---**

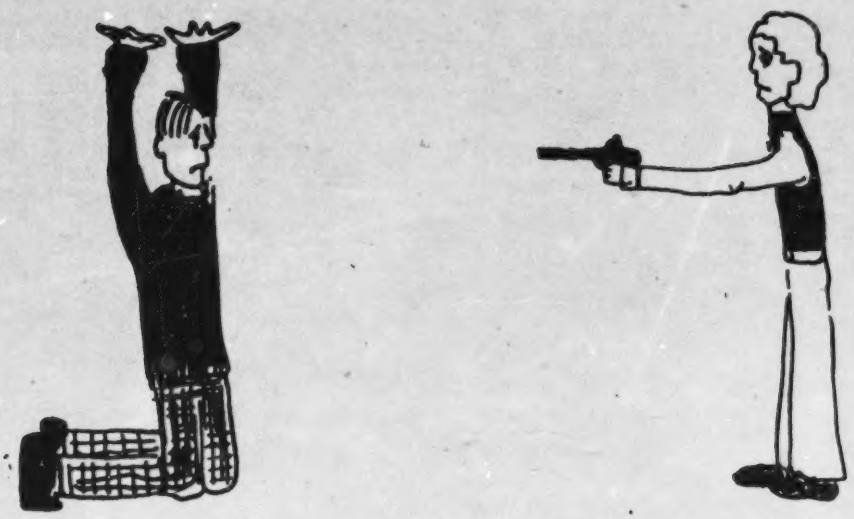
**Think of the possible outcomes---**

**Choose one of the plans**
**(remember the outcomes)**

**and try it!**

**Then evaluate what you've done---**

**If the plan doesn't work---**



**shoot him**

**or**

START AGAIN!!!

**And that's what this book**
**is about!**
**you**
**and**
**problem-solving**
**and**
**changing**

**Change doesn't always have to happen**
**to you**

**you can plan it**
**you can create it.**

**Perhaps you just did!**

Some thoughts about some of the steps in planning change and problem-solving

Some examples of surveys to use in classrooms

An example of a survey summarized

**The Survey Forms**

There are surveys included in this book - but we designed them.(see attached) You can use them but it would be better if you put down some of your own items or items the class designs. You'll be using the items and the responses to get people to talk who may have spoken very little in class before. (People are more apt to talk if they've had something to say about the questions.) You'll be using the discussion to see where everyone is at and where they're coming from. The ultimate purpose of using the feedback from the questionnaires is to identify problems that the class recognizes as problems and begin to work on them.

The questions are important. The ones we've included will work; we've used them. But the class will be much more responsive if they have a say in the design of the survey.

The Tabulation

Ask everyone to fill out the survey and hand it in. If each person makes up a four-digit number, writes it on their sheet and remembers it, they can get their own sheet back - which will help them in the discussion later. Set a specific time to come back with the tabulated answers---let the class decide when that will be.

Tally the number of responses to each part of each item. Use a blank survey form and fill in the total number of responses to each part of each item. You could tabulate an average for each answer but that is not essential. Remember, the answers are not being used as hard data but as a means of getting people to talk about how they feel in the class so that they can identify problems and begin to work on them.

Talking about the responses - Feedback process

Hand back the surveys with the totals listed for each item. (You can give them back their own sheet too, if they remembered their number. It helps.) This is the feedback process. Ask the group to interpret the data. Probably they will expect you to interpret but make it clear that this is their class, their surveys and it is their interpretation that will be most helpful. In case they are hesitant, ask them if there are any responses that surprise them, don't surprise them - answers they agree with or disagree with. Get them all talking about the questions and answers - so that you can get them to talk about what it all means.

They may agree or disagree with the data. Two people may have opposing views on the interpretation of the data. The discussion will probably be extensive and expansive. The discussion is important. Many things need to be said that probably haven't been said before.

Sometime before the class is over - try to get the class to focus on what they think needs changing and what can be changed. They may decide there are a lot of things that need changing but try to focus on what can be changed and on what the group is willing to try to change.

Brainstorming

This is a simple process once you've focused on what needs changing. Get the group to think of as many ideas as possible that might be possible approaches or solutions. Don't stop to evaluate any of these - build one idea from another and get them written down on paper or on the chalkboard.

Make some plans - Choose one - Try it

After you've chosen from the most workable ideas and made a plan to use each one, decide what exactly has to be done, who will do it and think about outcomes. What might happen if you carry out the plan. If there are impossible barriers to overcome, better choose another plan and go through the same process. When the outcomes you think about look good as well as possible, you're ready to go. Try it out. Get the plan into operation.

Evaluate what happens

It shouldn't be too difficult to determine whether implementing your plan worked or not, since you speculated on the outcome. Evaluate the total process. What worked? What didn't work? Did everyone help? What might have been done better? What are the results? Have you created change? Has the change been what you planned? Did anything happen that you didn't plan?

If your plan didn't work, try another. We really don't think anyone should shoot Joe! Perhaps you could look at another of the plans that looked promising but that you didn't try. Or perhaps you could make some changes in the plan you did try. Whatever you do, don't stop now - you're planning postive change - so go to it!

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet A

Course name_____Section____Teacher_____

Check the most appropriate response for you as it relates to this class.

| | Always 3 | Sometimes 2 | Never 1 | |
|---|---|---|---|---|
| 1 | | | | I look forward to coming to class. |
| 2 | | | | I could make some suggestions to improve the class. |
| 3 | | | | I like to ask questions. |
| 4 | | | | Most of the others in the class know more than I do. |
| 5 | | | | I like to be called on. |
| 6 | | | | I don't like to participate in discussions. |
| 7 | | | | I have good ideas as a result of this class. |
| 8 | | | | Knowing the teacher assigns my grade affects the way I respond in class. |
| 9 | | | | I could feel more comfortable than I do in the class. |
| 10 | | | | I'd like to know more about the way I learn. |
| 11 | | | | I learn from other students. |
| 12 | | | | The teacher should tell me how to learn. |
| 13 | | | | I would choose this course on my own as a part of my curriculum. |
| 14 | | | | The teacher is required to cover all the material. |
| 15 | | | | I like what happens in the classroom. |
| 16 | | | | I come here only to learn the subject matter. |
| 17 | | | | I act the same way here as I act in every other group. |
| | | | | (Your class can add items of its own here) |
| 18 | | | | _____ |
| 19 | | | | _____ |

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet B

Course Name_____Section_____Teacher_____

Think about how your fellow class members normally behave toward you in this class. Then, check the most appropriate response for you as it relates to this class.

| | Always 3 | Sometimes 2 | Never 1 | |
|---|---|---|---|---|
| 1 | | | | They level with me. |
| 2 | | | | They try to understand what I say. |
| 3 | | | | They accept me for what I say. |
| 4 | | | | They are interested in me. |
| 5 | | | | They provide an atmosphere where I can be myself. |
| 6 | | | | They help me in class. |
| 7 | | | | They perceive what kind of person I really am. |
| 8 | | | | They include me in what's going on. |
| 9 | | | | They recognize readily when something is bothering me. |
| 10 | | | | They respect me as a person, apart from my skills or status. |

(Your class can add items of its own here)

| | | | | |
|---|---|---|---|---|
| 11 | | | | _____ |
| 12 | | | | _____ |
| 13 | | | | _____ |
| 14 | | | | _____ |
| 15 | | | | _____ |

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet C

Course name_____Section_____Teacher_____

Analyze your class by rating it on a scale of 1 to 4, ranging from dissatisfied to satisfied, for each item.

| | Dissatisfied 1 | 2 | 3 | Satisfied 4 | |
|---|---|---|---|---|---|
| 1 | | | | | I feel free to ask a question. |
| 2 | | | | | I feel free to express my ideas. |
| 3 | | | | | I feel my ideas and opinions are heard. |
| 4 | | | | | I feel satisfied with the way decisions are made. |
| 5 | | | | | I feel there is a trust and openness in the class. |
| 6 | | | | | I feel a part of the class. |

(Your class can add items of its own here)

| | | | | | |
|---|---|---|---|---|---|
| 7 | | | | | _____ |
| 8 | | | | | _____ |
| 9 | | | | | _____ |
| 10 | | | | | _____ |

Summary

Write a four-digit number here_____
and remember it
so you can get your sheet back later

Survey
Sheet C

Course name Accounting Section 4 Teacher Jones

Analyze your class by rating it on a scale of 1 to 4, ranging from dissatisfied to satisfied, for each item.

| | Dissatisfied 1 | 2 | 3 | Satisfied 4 | | Nonresponse |
|---|---|---|---|---|---|---|
| 1 | 1 | 3 | 15 | 4 | I feel free to ask a question. | 0 |
| 2 | 0 | 2 | 12 | 9 | I feel free to express my ideas. | 0 |
| 3 | 1 | 1 | 10 | 9 | I feel my ideas and opinions are heard. | 2 |
| 4 | 2 | 10 | 10 | 1 | I feel satisfied with the way decisions are made. | 0 |
| 5 | 3 | 12 | 8 | 0 | I feel there is a trust and openness in the class. | 0 |
| 6 | 0 | 3 | 11 | 9 | I feel a part of the class. | 0 |
| | | | | | | |

(Your class can add items of its own here)

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | 0 | 3 | 5 | 15 | I feel ____ | 0 |
| 8 | 0 | 2 | 12 | 9 | I feel ____ | 0 |
| 9 | | | | | | |
| 10 | | | | | | |

Number of sheets returned = 23 (N = 23)

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